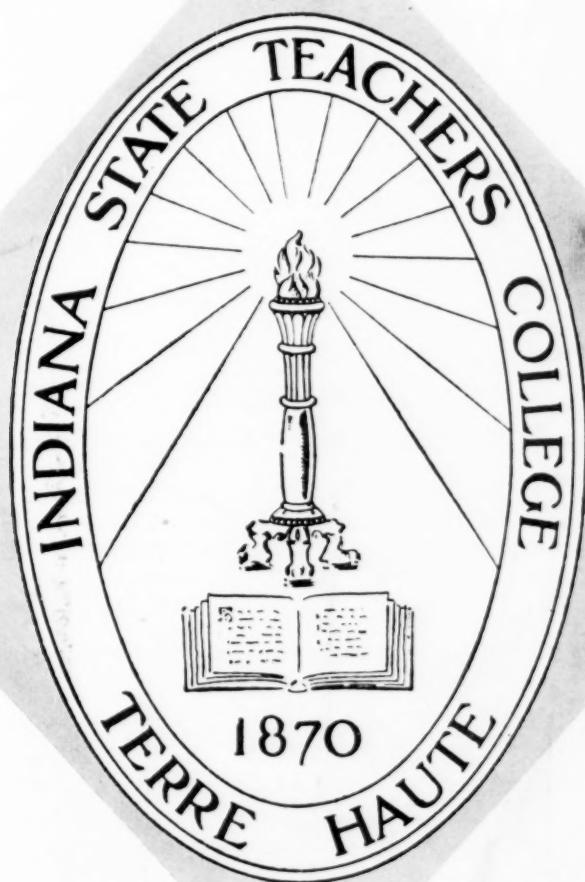


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Volume XVIII

OCTOBER, 1946

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With this volume, the Journal begins a new publication schedule. Since its beginning in 1929 it has appeared bi-monthly; beginning with this issue it will be published October, November, December, January, March, and May. The May issue will include the Volume Index.

The Contents of The Journal Are Indexed in The Education Index

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New Resources In Teacher Education

One of the criteria which serves to identify a profession is the quality and extent of its period of training and preparation. Law and medicine and the ministry have long held claim to eminence and earned respect by virtue of clearly defined programs of pre-professional and specialized education. Such requirements are part of the externals which signify to a lay world the competency of an individual to minister to the needs of humanity in the service area of his choice. The steady improvement in standards of preparation has been largely responsible for the increased respect for teaching as a profession.

Within the memory of many still in service in the schools and colleges of the nation, teachers began their careers with little or no training except the previous completion of the grades they were assigned to teach. They taught "by the book", and a naive world saw no need for more preparation than the mastery of the facts they were to set before the pupils. Richer understandings of the relationship of cultural knowledge were not for the teacher, but for the scholar; and between the two lay a decisive dichotomy. Scientific training in the application of techniques and methods would have been considered foolish, were it considered at all; for what specifics of training were necessary when teaching was limited to rote learning? Most fantastic of all would have been a program of prepa-

ration in child development, for teachers were not expected then to concern themselves with children as individual personalities, nor to adapt their teaching objectives and methods toward the aim of personal and social adjustment of the children who were entrusted to them; children were then considered but passive recipients of a

The *Teachers College Journal* seeks to present competent discussions of professional problems in education, and toward this end restricts its contributing personnel to those of training and experience in the field. The *Journal* does not engage in re-publication practice, in the belief that previously published material, however creditable, has already been made available to the professional public through its original publication.

Manuscripts concerned with controversial issues are welcomed, with the express understanding that all such issues are published without editorial bias or discrimination.

Articles are presented on the authority of their writers, and do not necessarily commit the *Journal* to points of view so expressed. At all times, the *Journal* reserves the right to refuse publication if in the opinion of the Editorial Board an author has violated standards of professional ethics or journalistic presentation.

selected traditional culture transmitted without change from an older generation.

Years, and decades, and more have moved apace since the days of such educational stereotype. The rate of progress and the speed of adaptive change have varied with locales and with peoples. But even in the most primitive of our nation's schools today there is an awareness of improved thinking and planning toward social objectives, even though there exists serious educational as well as social and cultural lag.

New philosophies of education and broadened visions of the social contributions of education have chartered new courses in teacher education. Not only does the teacher of today

need a subject-matter knowledge far beyond the content which it is expected she will present to the alert minds of her pupils; not only does she need skillful professional training in the use and interpretation of instruments of evaluation and of diagnosis of problem-situations, as well as in specific methods of teaching; not only does she need a competent understanding of the growth and development of children and their patterns of behavior; but she needs also a rich general education for herself, for the teacher of today is a participating citizen in her own right, a part of the very culture in which she and her students live.

Teacher education is in a rebirth. At a time when adult education has extended opportunities for cultural advance and special training on a richer level than ever before, the need has been demonstrated for the continued education of teachers-in-service if the clear, churning, rapid current of the stream of professional education is to continue its progress unimpeded. The edu-

cation of teachers reaches only the first small milestone when license requirements are met at college graduation. A vibrant profession requires constant and continued development of its members if the deterioration of stagnation is to be avoided.

The opportunities for continued growth and study for teachers are of two kinds: personal, or cultural; and professional. The methods by which such continued education is achieved are many. Formal programs of advanced education revolve upon planned opportunity for study, and curricula especially suited to the needs of teachers. Several are here presented as given before the Fall meeting of the University of Chicago Teacher Education Conference.

The Mathematics Of History

CLARENCE MANION

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History is a record to be read tomorrow of what man does today. The causal relationship in the chain of human activities is the ladder by which man rises to the heights in civilization, or sinks to the abysmal depths. Teachers-in-service and in preparation need the understanding of patterns of historical development, to interpret the world of today in its true current and future significance. Dr. Manion has simply and forcefully described the logic of social sequences, the kind of civic understandings which teacher education, as well as all general education, must include.

The presently forlorn and frantic condition of the world is the painful climax of a prolonged political masquerade. Those who now write the history of our times in books, newspapers and radio scripts have twisted and tortured such concepts as "freedom," "democracy," and "liberalism" into a tangled web of confusion and contradiction. Under the impact of these modern historians, the phraseological structure of political science has completely collapsed. In the ruins, freeman and serf cannot be distinguished from one another and despotism often wears the white garments of "Democracy." The fallen structure is heavily overcast with a foggy welter of words—words beaten so hard



and so repetitiously that they are now flattened out of all depth of discrimination. In their present condition, such words are useful only as epithets. Thus, in the now scrambled vocabulary of national and international politics, almost any noisy and disagreeable crackpot is eligible to be called a "Fascist." When any one develops tax consciousness he becomes a "Reactionary." Concern about constitutional processes makes you an "Obstructionist." If you are disturbed about the future of your country in a hungry and demoralized world, you are, by that fact, an "Isolationist." Such designations as "appeaser" and "aggressor" are hospitalized war casualties, but the word "Democracy," although limping badly and seriously mauled, is still going strong, making regular, routine appearances in every news analysis and occasionally showing up in our diplomatic correspondence. This modern Babel has been carefully planned and constructed by disguised revolutionaries who wish to see the sound articles of our American political faith unconditionally surrendered to the murderous materialism that was spewed out of the French Revolution. Both architects and builders of this confusion use every opportunity to asperse American constitutional processes and to discredit American history. If we are now disposed to follow the valuable lessons and precedents of that history, we are accused of "living in the past" or of being overcome with the anesthesia of "the good old days." Meanwhile, we are constantly subjected to a confused jargon of bewildering po-

litical terminology calculated to make our American Constitutional Republic over after the European pattern of materialistic opportunism which its apologists so delight to call "Democracy."

The confusionists are succeeding because the rest of us have lost the real perspective of history. Most people now think of history as a series of disconnected episodes, some of which contain excellent material for the movies. History is now the last place into which the average citizen looks for logical guidance out of the modern babel of political and diplomatic Confusion. Nevertheless, if we could bring ourselves to think of history as we think of mathematics, namely, as a logical structure of cause and effect, much of the confusion in modern social and political science would suddenly melt away.

Nearly everybody will agree that mathematics is inexorably logical. Such a simple, elementary equation as "two plus three equals five" is substantially a logical proposition containing the necessary premises from which flows an inevitable conclusion. In this case the conclusion is "five" and it is the sum of the two premises. When we say that "three minus two equals one" the conclusion likewise is the logical as well as the mathematical deduction from the arrangement of the premises. The mathematics teacher places these and similar basic conclusions in subtraction, addition, multiplication and division in logical and progressive sequence. Monday's answer is the premise for Tuesday's lesson. The subject of arithmetic becomes the predicate for the subject of algebra, which, in turn, becomes the key to geometry. Every mathematical experience is a rung on the ladder of higher and higher mathematical calculation. At the base of the formula for the atomic bomb lies the first lesson in elementary arithmetic. Mathematics forgets nothing. By its nature it must remember and progressively use each and all of its conclusions.

This precise and progressive continuity of cause and effect is what makes the study of mathematics both

conclusive and serviceable. History teachers might take great profit from this example. Mathematics is taught for use but history is still studied largely, if not exclusively, for the so-called "cultural development" of the student. None of my teachers ever insisted that a knowledge of history contributed anything to the competency of the bank president, manufacturer, accountant, labor leader or social worker. This classroom attitude toward history probably explains why practically nobody now scans the record of the French Revolution, the Fall of the Roman Empire, or the War for American Independence to find premises leading to the conclusion of modern problems.

This prevailing notion about the uselessness of history is both false and pernicious. The precedents of World History point up the answers to present world problems in the same way that our past personal experiences now influence our own plans for future action. History contains all of the factors for the fabrication in carload lots of prosperity, poverty, war, peace, justice, and injustice. Throughout the ages, history has manufactured each and all of these things time and again and always from the same materials. When the mathematician adds "two" to "three" he knows what to expect. In like manner, the historian should know that since the accumulation of war factors at any time in any area has always produced war, a renewed accumulation of the same factors now will again produce the same unfortunate result. Just as the mathematician who wants to produce a "five" must carefully evaluate and identify his component factors, so also must the historian be certain in the identification of his historical components lest by confusing his "twos" and "threes" he attributes certain results of history to the wrong ingredients.

This is why our present confusion of tongues and terms cries out so loudly for historical clarification. Our historical "twos" and "threes" are badly mixed in present popular esti-

mation. For an instance let us examine the factors of what might now be called "Democratic Revolution."

Although their respective occurrences were narrowly separated in point of time, the basic principles of the American Revolution of 1776 and the French Revolution of 1789 were as far apart as the poles. The French Revolution launched a political atheism in the form of a thoroughly demoralized and completely ruthless dictatorship. Its declarations made a god of humanity and enslaved the people to the "popular will" as that will happened to be expressed by and through the "people's" government. On the contrary, the American Revolution was an act of faith in God, the Creator. It launched a political system expressly designed to protect the freedom and God-created equality of each human soul. American Government was made into the servant rather than the master of the people. It was expressly designed as man's agent for the protection of God's gifts to man. That government was narrowly restricted by a constitutional system of checks and balances upon all divisions and branches of every American Government, both State and Federal. When American Government oversteps these limitations its acts are void and of no effect. In the American theory no government is omnipotent for the sole and simple reason that only God, the Creator, is and can be omnipotent. In the succeeding years, the American political system has prospered and developed beyond the fondest dreams of any of its founders; while the politics of Europe has brought the people of that unhappy continent to the brink of starvation and despair. What is the cause of this contrasting condition of comfort on the one hand and misery on the other?

To find the causing factor, we must cross out of both systems all such identical influences as climate and natural resources. This contrasting comfort and misery does not stem out of coal, iron, fertile soil, water power or sunshine. These things are plenti-

ful enough on all continents of the world. The only fundamental difference between European civilization and that of the United States is in the nature of their political science. In its nature the political science of the United States is thoroughly moral and completely religious, while the political science of Europe is completely materialistic and deliberately demoralized. In Europe the citizen is the vassal of his government. His property, his freedom, his franchise—all alike are granted, limited or withdrawn at the will and direction of the State in which he lives. The European has no "right" that his government is bound to respect. He is constantly subject to proscription, liquidation, conservation and conscription at all times in like manner with the forests, fields or flocks of his Fatherland. In the European political system the citizen is a "thing" rather than a "person." Before the law of his homeland he has no element of transcendence, no duty or responsibility to any authority higher than the State itself. Where there is no officially acknowledged authority above and beyond the State, there is despotism, regardless of the name that such a State is called. When the State is thus *supreme* all of the age-old terrors and tribulations of despotic government will sooner or later overwhelm and paralyze the population subject to its jurisdiction. No mere written constitution or Bill of Rights can long restrain and confine the despotic tendencies to which *all* man-made governments are inherently subject. The only effective way in which to reduce and control the despotism of the State is to subject it to the Supreme Authority of Almighty God.

This safeguard — the Supreme Authority of God — was deliberately discarded by the French Revolutionaries, and this is the controlling reason why "European Democracy" — the direct descendant of the French Revolution — has been and is now unable to stabilize the peace, freedom and cmo-

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The Sophomores And Orpheus

EARL CONNETTE

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Part of the present day approach to teacher education is a recognition of the place of the arts in the full development of the personality of the teacher as well as her pupils. Dr. Connette has pointed up some of the major factors for consideration in music at the college level.

The needle reaches the center of the record and the music stops. There is a dead hush throughout the room — a silence that grows almost tangible. Outside the window the year's first snow is falling, dulling even the rapid tread of a few students hurrying to the Union for a "coke-date." The record is turned and the music continues with no competition save that coming occasionally from the steam radiator as the hissing steam escapes.

Incredibly beautiful, the teacher thinks. What human could possibly remain untouched by such music! And in a moment the First Movement comes to end, the needle is lifted and placed on its rest, and the table comes to a stop. The teacher turns and faces the class in Music Literature 206, required in the College of Arts and Sciences. What he sees somewhat dimly before him resembles a battlefield after the final charge, and his students are the beaten army. They appear to him in four or five groups, marked off by the angular outthrusts of legs, arms curved in rococo patterns, heads tilted back (except those that rest on the chest). As a whole, they have the bewildered look that comes with sudden defeat.

With perhaps three exceptions in this Section II of twenty-six, every face is stolid and uncomprehending. And then the teacher suffers the disillusionment, which is scarcely less keen because frequently repeated, that the respectful silence which received Brahms was not a silence of enjoyment but of polite boredom.

When the hour has ended the teacher indulges in a bit of cynicism in the snow. It has seemed to him preposterous that Brahms' Fourth Symphony can be made palatable to sophomores only by the aid of professorial wisecracks. Granting that these are wittier than even the best radio comedian's and that the gaiety of this nation is impoverished by the cloistering of them, it yet seems curious that Brahms' melody and harmony should need any adventitious help in reaching their mark. What has clipped the wings of this beautiful music? The teaching? Perish the thought! American youth? Well, it is difficult to generalize, but perhaps. . . .

"Take Section II, for example," the teacher will say to himself. "They are, by and large, taking 'credit' and enroll for this course because it is required for some and is a snap for others. There is Willie X, who thinks that the only requirement for musical immortality is for the composer to have been dead a hundred years. There is Susie Y, who can see no help in Brahms to get a husband (course, that one place in there is kinda' purtty). There is Joe Z, whose sport coupe is indispensable transport

to Carrie's Gardens, pursuing with gentlemanly hauteur a gentleman's grade of 'C.' There is Ed A, heroic athlete, in whose opinion the fact that a male writes music guarantees his addiction to unmentionable vices (did you hear what so-and-so said Brahms was?). There is Tom B, who cannot imagine to whom Brahms will help him sell either insurance or brushes (or gasoline). And I" concludes the teacher, "must in the course of eighteen weeks take these and others like them through the richest musical literature on earth."

So meditating, the teacher vanishes across the snow. But he has left the problem only partly considered and completely unsolved, and those of us who face kindred tasks and kindred disillusionments must study it further. The larger community, also, upon which the transmission of our musical culture is supposed to make some impact, may not be uninterested to know the "moving accidents by flood and field" which such transmission involves. The question which disturbs our sleep is not how to effect learning about music literature; the curriculum prescription and the final grade is enough for that. Our problem is: how can we get the students to develop an affective warmth of receptivity for great music? Anyone who knows what grace and glamour music can lend to life, how it can make an unendurable existence both endurable and exciting, must be astonished to discover that what is irresistible to him is so easily resisted by others.

Is it the teaching? Of course there are a variety of defects. What we have here, however, is a difficulty no known method of teaching will overcome. In general, methods of teaching fall into two categories — persuasion or threat. Obviously the second will not help us. We therefore resort at once to the first method and do everything we can to make music attractive and "enjoyable," "pleasant," "interesting." We therefore resort to all the "methods" we can find. We point out the beauty of imagery, the melodic

undulations and harmonies, the motives and themes, and the form — that marvelous unity that embraces so very much. These technical matters make no impression, so we try letting the music stand on its own feet by playing it with repetition. The results have been described. There is only one more thing to do. With an ingenuity of which few people would suspect us, we discover or fabricate a programme. The class heaves a sigh of relief. At last! something to take home, something to retain! The music may or may not have a programme; the class has the programme, but it has not the music.

Does education have an art or guile to circumvent this difficulty? The fundamental reason is not so obscure. The transmission of aesthetic experience from teacher to student proceeds by what some wise man has called "noble contagion." The aesthetic experience is, as it were, self-produced within the student, and the teacher can do little more than nourish its growth and deepen its significance. But the psychic heat required to melt twenty-six hearts of stone will sear any work of musical art in the process.

We must, therefore, seek the prime cause of our difficulty elsewhere, and we may ask whether it is the youth and immaturity of students which render them so insensible. This theory, must be discarded at once, for the affective warmth and receptivity of music is unfailingly keen in childhood, both of individuals and of the race. Moreover, we have in our classes a group of obvious adolescents, most of them slightly moonstruck with the charm of fresh emotions. This was the time to us when Schubert was all in all and Brahms a very effectual musical angel. Love was a puppy testing his sinews and sorrow was the luxurious delight of a summer afternoon. On what better seedling-ground could one hope for music to fall? Yet it falls there, and hardly a weed rises to mark its burial.

The difficulty seems to rise from two causes: one of these is general

and constitutes a very common defect in contemporary human nature; the other is specific and lies at the very root of American civilization. The causes are, first, poverty of aesthetic sensibility and imagination, and, second, a materialistic and commercial culture.

Man, in seeking to minister to his material needs, has championed a knowledge-is-power doctrine, and has been concerned foremost with efficient techniques and skills. The cultured millennium has been left as an orphan on the doorstep. Education has labored under the disillusionment that knowing, acting, perceiving — the objective — is superior to willing, reacting, judging — the subjective. We have been under the influence of near-universal belief that once we know enough and are efficient enough and are producing enough, the humane and cultured and aesthetic nature in man will suddenly appear fully formed. Realism and pragmatism have so impregnated educational philosophy and psychology that no consistent theory of the aesthetic can be formulated. A minority has observed our naive trust in materialism but their voice has cried in a wilderness from which only now and then has a faint echo resounded. Aesthetic values are inherent in all our endeavor but we must take cognizance of the fact that aesthetic values, meanings, and qualities are not intrinsic in acts, facts, or objects themselves. Rather they are interpretations by which the creative-productive-reproductive human personality, in obedience to persistently felt needs, purposes, desires, and ideals, is fashioning itself. We need knowledge and power and skill, but taste, culture, and wisdom in using knowledge, power, and skill are not to be gained.

Are we the nation of imagination and ingenuity we boast of being? Imagination is that activity of the mind by which we produce with living concreteness experiences not otherwise possible at the time. It is always more than a construction or re-

construction of things; it is the construction of a whole experience. Siegfried's monster is not merely a monster; it is fearsome. Beethoven's Sixth Symphony does more than imitate the sounds of the countryside; it conveys the actual experience of that countryside.

It is natural that in an age dominated by scientific prepossessions, imagination is considered to produce fictions, and fictions only. The dignity of truth is not reserved for those desiccated versions of experience made by mathematics and intellectual analysis. The most that can be said for imagination in some circles is that it offers some veil for the naked horror of life, and some escape from its tedium. Thus, to an age such as ours, imagination at its best has the value of a child's game; at worst, it is a sickly and deceptive covering for reality. This view of imagination our contemporary collegians have imbibed obscurely with their mother's milk, and therefore they can never understand why anyone should love great music when they could love a good, hot dance-band; read poetry, when they could read good matter-of-fact prose; or love a painting void of pornography or Hollywood cheese-cake. And this is why they are bored with beautiful music but are enchanted by any programme you may tack to it or any cold facts you may toss in.

All this is bad enough; worse is the fact that it issues from a mistake. Imagination is not necessarily a falsification of reality but may rather be an eminently true interpretation of it. While science employs truth for the creation of fictions, imagination employs fictions for the creation of truth. And a composer writes music simply because he has to; because no other medium will express the truth that is in him. Reduce any music in the world to a precis and you have not its meaning but its corpse.

Many of us, without reflecting upon these reasons, have long since discovered that a prosaic mind is perhaps the most fearful thing in nature.

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The Need For Graduate Study in Teachers Colleges

ARTHUR H. LARSEN

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Dr. Larsen is Head of the Department of Education and Psychology as well as Assistant Dean of the University. He has reported research in such journals as EDUCATIONAL AND PSYCHOLOGICAL MEASUREMENT, JOURNAL OF APPLIED PSYCHOLOGY, and EDUCATIONAL ADMINISTRATION AND SUPERVISION. He completed his master's and doctoral programs of study at the University of Wisconsin, and is a member of the American Educational Research Association.

At least three factors need to be considered in a discussion of the need for graduate work in the teachers colleges of Illinois. These factors are:



(1) the location of colleges providing programs of graduate study, (2) types of graduate programs available, (3) need for graduate study by teachers.

There are undoubtedly many teachers who would be encouraged to proceed with graduate work if institutions offering such opportunities were near at hand. This would make possible programs of study which could be followed during the regular year in late afternoon, evening, and Saturday classes in addition to regular summer session programs. With such programs available, teachers could engage in teaching while carrying on graduate study. They would be able to engage in very practical programs

of study for the improvement of their teaching. There are undoubtedly many teachers who would start their graduate study if it could be done under such a plan.

Teachers colleges, with their interest in the all-round development of the teacher, are in an especially advantageous position to provide the best graduate program for teachers. The needs of teachers in subject matter development as well as in the professional area of education and psychology are clearly recognized. Teachers colleges believe that these two factors are of equal importance and are basic to the preparation of teachers. In many institutions graduate students are required to do all of their work in a subject matter field or in the field of education. Since the state teachers college is a single unit, programs in which the students would divide his time between a subject matter field and the professional field can be effectively arranged. Thus teachers may improve themselves in the subject matter area in which they are teaching as well as in the professional areas of education and psychology.

We must also consider the preparation of the elementary teacher in the graduate field. Very few universities have programs adapted to the needs of the elementary school teacher. The teachers college programs have definitely planned graduate study for this group. These colleges are in a position to provide for study in the area of elementary education on the gradu-

ate level which has to date been a somewhat neglected area. The improvement of instruction in the elementary schools is as important as improvement in any other division of the school.

The training needed by teachers may be determined to a certain extent by the discovery of the degrees which teachers now possess. At least two studies have been made in Illinois showing the number of teachers possessing certain degrees. The first of these was made at Western Illinois State Teachers College in 1942. It surveyed the degrees held by the teachers in one hundred and twenty-eight schools in nineteen Illinois counties. Table I shows the results of that study. The data are taken from a report to the State Teachers College Board by President Frank A. Beu of Western Illinois State Teachers College.

TABLE I
DEGREES HELD BY ALL TEACHERS IN ONE HUNDRED AND TWENTY-EIGHT SCHOOLS IN NINETEEN WESTERN ILLINOIS COUNTIES

| Degree Held | Number | Per Cent |
|-------------|--------|----------|
| None | 42 | 3.2 |
| Bachelor's | 962 | 70.1 |
| Master's | 362 | 26.3 |
| Doctor's | 6 | 0.4 |
| Total | 1372 | 100.0 |

The second study was made at Illinois State Normal University in seven counties of central Illinois including seven hundred and twenty teachers in eighty schools. The results are reported in Table II.

TABLE II
DEGREES HELD BY TEACHERS IN EIGHTY SCHOOLS IN SEVEN CENTRAL ILLINOIS COUNTIES

| Degree Held | Number | Per Cent |
|-------------|--------|----------|
| None | 27 | 3.8 |
| Bachelor's | 451 | 62.6 |
| Master's | 228 | 31.7 |
| Doctor's | 14 | 1.9 |
| Total | 720 | 100.0 |

It will be noted that there is considerable agreement in the results by the
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TEACHERS COLLEGE JOURNAL

The Progress of Graduate Study at Southern Illinois Normal University

WILLIS G. SWARTZ

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Southern Illinois Normal University
Carbondale, Illinois

Dr. Swartz reports the status of graduate study in his institution from the vantage point of a previous chairmanship of the Graduate Council of the college, as well as his present position. On the instructional faculty he is chairman of the government department, a field in which his competency is attested by virtue of the Carnegie Fellowship award in International Law in 1927-28, and participation in 1939 on invitation by the Carnegie Endowment for International Peace on a Canadian Conference on International Problems at McGill University.

The graduate program at Southern Illinois Normal University has been in operation since June, 1944, or

about a year and a half. Although the authorization of graduate work at Southern occurred simultaneously with steps to create a College of Liberal Arts and Sciences and a College of Vocations and Professions, in addition



to the then existing Teachers College or College of Education, the two policies were entirely independent of each other. Consequently, the provision for the offering of graduate work has been limited thus far to the granting of a Master of Science degree in Education.

A Graduate Committee of the Graduate School, consisting of the President of the University, and the

three college deans, as ex-officio members, together with nine members of the graduate teaching faculty, has general supervision of the graduate program. Thus far, provision has been made for offering the Master's degree in three fields, namely, educational administration, elementary education, and secondary and college education.¹ In secondary and college education, academic majors are offered at present in the fields of Biological Science, Foreign Language, English, Mathematics, Commerce and Business Administration, Physical Sciences, and Social Sciences.²

For several reasons, including the prevailing teacher shortage and the limited financial resources of many potential graduate students, the graduate program has been designed primarily for in-service teachers and administrators. Graduate classes are, accordingly, scheduled in late afternoons, evenings, and Saturdays. At the same time, an effort has been made to offer a sufficient number and variety of courses to permit full-time graduate students to secure an adequate schedule of courses.

¹ The term "college education" refers primarily to the rapidly growing junior college field.

² These academic majors have been selected partly on the basis of secondary teaching combinations, such as those suggested in the Potthof study, and partly on the basis of faculty qualifications for offering graduate courses.

Each graduate student is assigned an advisory committee of three members of the graduate faculty, representing the student's major and minor fields, which means that there must be at least one member of the committee from the staff of the College of Education. So far as possible, the preferences of the graduate student are taken into consideration in the naming of the advisory committee.

A maximum of sixteen quarter hours of acceptable graduate credit from another institution may be approved by the Graduate Committee for credit toward the Master's degree. In addition, the Graduate Committee may require specialized work, for which facilities at Southern are not entirely adequate, to be done in another institution.

Candidates for the Master's degree are required to spend at least two quarters in residence, and to earn a minimum of forty-eight hours of acceptable graduate credit. At least twenty-four of the forty-eight hours must be in courses for graduates only, and no less than half of the graduate work must be done in full-time residence.

A grade average of B is required for the degree, not more than four hours of C will be given graduate credit, and no grade below B will count toward a major.

No formal dissertation or thesis of the traditional type is required, the theory being that such dissertations in the past have not, as a rule, contributed a great deal to improved elementary or secondary school teaching. However, each candidate for the Master's degree is required to present evidence of ability to do a satisfactory quality of research, and to submit it in a form capable of being filed in the library or with the student's record. A maximum of four hours of credit may be given for a special research project which is not prepared as part of a regular course requirement.

Beginning this year, Southern Illinois Normal University is offering a few graduate courses in extension.

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Graduate Work At Ball State Teachers College

RALPH NOYER

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The problems of professional education present fertile fields for graduate study in many areas of specialization. Dean Noyer reports on the need and opportunities for advanced study in teacher education, with special reference to the State of Indiana and Ball State.

Perhaps we should begin with definitions. For the purposes of this discussion we may consider graduate work to be study beyond the bachelor's degree, granted after four years of study beyond graduation from an accredited high school. We assume that it is agreed that a teachers college is an institution of collegiate grade where teachers are prepared for their professional service.

During the past several years, at least fifteen, there has been a noticeable trend toward a five-year curriculum for the preparation of secondary school teachers, school administrators, and school supervisors and for an extension of training for elementary school teachers. The reasons for this trend are fairly obvious. As the supply of persons with the minimum preparation (four years leading to the bachelor's degree) has increased, there have begun to appear in our public schools, persons who have equipped themselves with one or more higher degrees. Their presence in our school systems has tended to encourage others to make similar preparation until today there are few high schools in Indiana which do not have on their staffs one or more persons with the master's degree or its equivalent. Con-

currently, there have evolved responsibilities in the public schools demanding more intellectual maturity in the teaching staff; produced by public sentiment there has been a professional challenge growing out of a policy of mass education; there has been a growing feeling that the school is not a teaching factory but an environment designed to stimulate the growth of mental and personal powers; and lastly, there has been a growing recognition of the fact that the best teachers seem to be those who possess a sound foundation of general information followed by fundamental intellectual experiences in one or more subject matter areas accompanied by an intensive professional conditioning at the hands of master teachers. All these have suggested the need for special training to keep pace with expanding thought and knowledge, not only in the field of subject matter, but more particularly in the field having to do with the behaviour and needs of adolescents and children.

As early as 1925, the Indiana State Legislature in revising the legal basis for certifying public school administrators and supervisors in Indiana, prescribed a year of graduate study for the issuance of first grade administrative and supervisory certificates. Shortly thereafter, the State Board of Education passed a resolution authorizing the two state teachers colleges to offer a year of graduate work leading to the recommendation of students for such certificates. The minutes of the State Teachers College

Board under the date of August 23, 1937, authorized the two state teachers colleges to prepare students for recommendation for first grade licenses in the administrative and supervisory fields.

The legislative act of 1925 authorized the granting of administrative and supervisory certificates of three grades: viz., first, second, and third. On June 5, 1931, and later by interpretation on July 31 of the same year, the State Board of Education abandoned the issuance of all but first grade administrative and supervisory certificates, thus making it advisable for state teachers colleges in Indiana to offer work on the graduate level leading to such first grade certificates.

In 1939 the State Superintendent of Public Instruction appointed a committee of thirty to study the problem of revision of certificates for secondary school teachers in Indiana. In 1942, that committee made its report, part of which was published in Bulletin 148. *Teacher Education and Certification Department of Public Instruction, Indianapolis, Indiana*, Chapter VI, page 27 of which report reads in part as follows: "Upon completion of the regular undergraduate four-year course, as outlined below, which culminates in the bachelor's degree, the candidate for certification will be granted a provisional high school teachers' certificate valid for five years. This provisional high school teachers' certificate will permit the teaching of the subjects or subject groups in which the certificate is issued in any high school, and in the seventh and eighth grades of any departmentalized elementary school.

"The provisional certificate may be converted into a first grade certificate upon the completion of a master's degree or its equivalent. Upon the presentation of evidence of five years of successful teaching experience and evidence of professional advancement and growth, which will be determined by the State Board of Education, the first grade certificate may be converted into a permanent certificate.

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Graduate Offerings in The State Teachers Colleges Of Indiana

OLIS G. JAMISON

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Graduate study at the teachers colleges of Indiana is divided between Ball State, at Muncie; and Indiana State, at Terre Haute. Dr. Jamison presented the program for advanced study as it functions at Indiana State Teachers College, in his capacity as Acting Dean of Instruction. He was for many years Director of the Division of Teaching and Principal of the Laboratory School. Since the fall of 1945 he has been Head of the Department of Education.

In revising the legal status of teachers' licenses for Indiana, the Indiana State Legislature of 1923 prescribed a year of graduate study for the issuance of first grade administrative and supervisory licenses. Shortly thereafter, the State Board of Education passed a resolution authorizing the two state teachers colleges to offer a year of graduate work leading to the recommendation of students for the above mentioned licenses. Graduate work was inaugurated at Indiana State Teachers College; Ball State entered into the graduate field in 1931, following the discontinuance by the State Board of Education of all but first grade administrative and supervisory licenses, in 1931.

In response to demand, the graduate program was expanded in 1937 to accommodate qualified candidates to prepare as master teachers in the departments in which graduate work is offered and in the field of elementary education.

The degrees conferred at Indiana State Teachers College are Master of Arts in Education and Master of Science in Education. The degree of Master of Arts in Education presupposes the holding of a bachelor's degree with language requirements equal to those of Indiana State Teachers College, or the meeting of those requirements as part of the program for the Master's degree. The graduate program may include more subject matter electives than education courses if the student so desires, but the degree conferred will be the Master's Degree in Education.

A baccalaureate degree from an institution accredited by the North Central Association of Colleges and Secondary Schools and affiliated associations or by the American Association of Teachers Colleges is required before a student may do graduate work. Students holding a degree from a college other than Indiana State must have transcripts of their credits on file with the Registrar at the time of matriculation. Those from colleges not accredited by the above associations are admitted provisionally for one term, and their status is determined upon the basis of an evaluation of their previous college work and their work at the graduate level at Indiana State.

Thirty-six weeks of actual attendance on the campus of the college and the completion of forty-eight quarter hours of credit are required of all candidates for the Master's Degree. However, those students

who have previously met the residence requirements in the undergraduate school may transfer as much as sixteen quarter hours of graduate work from another institution, provided that institution has been approved for graduate work. Not more than eight quarter hours of extension, or residence-extension, work earned at any college is accepted for credit toward a Master's Degree.

Candidates for the Master's degree must complete the work for the degree within ten years. No credit older than ten years is accepted or validated for graduate credit, and no extension of time is granted. All work must be of C grade, or better, to apply toward the Master's degree; and an average of B or better must be maintained.

Two options are allowed: the thesis option, and the non-thesis option. Under the thesis option, forty-eight quarter hours of completed work, including a thesis (of four or eight quarter hours value, to be determined by the committee) are required for the Master's Degree. If work is done in fields other than education, not less than twelve quarter hours nor more than thirty-six quarter hours may be done in these fields. Under the non-thesis option, students are required to do fifty-six hours of work. If part of this is done in the academic fields, the same restrictions apply as for the thesis option, and the additional eight quarter hours of work must be done in education. Students who entered before the adoption of the two options may elect the non-thesis option, if they so desire.

Students may not receive credit for graduate work earned in courses other than education except in the subject matter fields which were taken as majors in the undergraduate school, and no courses taken by correspondence may be accredited to the Master's degree. Students employed full-time may not carry more than four quarter hours of work per term.

Each graduate student has an ad-
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The Old Order Changes

HELEN ROSS

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Terre Haute, Indiana*

Teachers Colleges are the beloved alma maters of thousands upon thousands of the successful teachers in service today. Traditional reunions of their alumni are significant events of Homecomings and Commencements. Such an occasion was celebrated in June on the campus of Indiana State Teachers College, when Miss Ross, an alumna and now a teacher and supervisor of social studies in the Terre Haute Public Schools, related this memoir of days gone by. Miss Ross thinks and writes gaily, but with an undercurrent of serious thought to give weight to a question, "whither hence"?

What would look strange to one if he could see Indiana State Teachers College as it was in 1910?

The campus? There was not much of it, for Mulberry and Eagle were still just city streets, open to traffic and quite well-lined with private residences. The present Book Store was occupied by the Central Christian Church, for that congregation did not move into its present home until the Fall of 1911.

The buildings? There were only three: the present administration building; Stalker Hall — then the training school—and the new library, the pride of the school.

The curriculum was academic. There were no majors in home economics or manual arts. There were no courses in Spanish or French; but there was excellent instruction in German and Latin.

The school in those days was exclusively a teacher-training institution; upon registration one signed an intention to teach. At the graduation

exercises students were presented with certificates, and the diploma was not awarded until two years later upon the completion of an apprenticeship of two years of teaching successfully.

The college course was an innovation and relatively few were enrolled upon it. It was a four-year course designed to prepare teachers for work in the secondary schools.

Were there extra-curricular activities? Oh, yes, there were sororities, parties, debates, basketball, classical and discussion clubs.

The student body? There were not so many as there are today. The young men would not look so strange, for men's fashions have been standardized over a long period of time. There were no shirts of flaming hue or bizarre design, however—only modest stripes and plain colors. Ties and coats were the rule rather than unusual exceptions, and young men actually wore hats.

The young women? Since it is June they would be wearing low shoes, or oxfords, probably white for commencement. Donning low shoes for the high ones of winter was an annual harbinger of spring, and everyone wore stockings, cotton or lisle, usually black, sometimes brown, and white for summer. There were no bare legs, no need for leg make-up, and no socks. Hats and even gloves were correct if one strolled as far away as Wabash Avenue. There was no colored fingernail polish. There were no lipsticks, rouge or compacts to cram one's purse. Permanent was just an adjective in the English language. Everyone wore long hair. Short hair

for women or long for men was a mark of eccentricity—or even radicalism; when a meeting, somewhere in an eastern city, became boisterous (and this was 1918) an official comment ran thus: "Had we noticed the woman had short hair we would have refused to rent the hall."

None of the women smoked. Smoking would have placed any woman beyond the pale of propriety. That very year, 1910, the wife of the Russian ambassador at a dinner at the White House asked President Taft for a cigarette. The President had none, so he relayed the request, unobtrusively, to his military aide who secured one from one of the musicians. The military aide and the musician both feared that the press might get wind of the episode, especially since President Taft made the gentlemanly gesture of lighting it for the lady.

Miss 1910 showed her ankles, for her skirts were all of six inches from the floor. In three decades or so they have crept up to eight, nine, even fourteen.

Laws were seriously considered by some State legislatures to limit the extremes of women's dress—the décolletage and the length of the skirt. And this happened even ten years later—1920.

Students danced then as now, but usually they waltzed while the orchestra played "The Beautiful Blue Danube" or "The Merry Widow Waltzes." Again, they danced the "hesitation" or even the quicker tempo of the two-step, one-step or fox-trot. Dancing masters of the day saw the doom of their art and even civilization upon the advent of "the grizzly bear" and "the bunny hug."

There was romance, even as now; there were twosomes "In the Shade of the Old Apple Tree" or "By the Light of the Silvery Moon."

One could enjoy movies, but they were silent ones starring America's sweetheart, Mary Pickford, and Douglas Fairbanks with his agility in leaping.

There was one quite distinct advantage. The Ben Greet players came

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to the school quite regularly presenting dramas of Shakespeare. From a seat in the gallery of the Grand we sometimes saw excellent legitimate plays. What mattered a gallery seat when one was carried out of time and space, as Forbes-Robertson played "The Passing of the Third Floor Back", or Maude Adams, "Peter Pan"?

No one drove Dad's car to school for very likely Dad did not have a car. No homes were equipped with electric refrigerators, electric irons or clocks, vacuum cleaners or radios.

Vocabularies were more limited, for hundreds of words have been added to the English language in thirty years or more. "Jive" and "jitterbug" were not known, rose bowl and sugar bowl were not capitalized and had no association with football. Penicillin, insulin, neurosis, psychosis, complex and fixation were yet to be added to the language. Barrage, camouflage, peeps, and jeeps came as a result of World Wars I and II; the same was true of "Quisling," and "propaganda." Uranium had not been found, for the chemists of 1910 knew only eighty elements. Sulfa compounds and vitamins, too, were unknown.

So much for the school three or more decades ago. What of the wider scenes?

William Howard Taft was President of the United States; Woodrow Wilson had just been elected governor of New Jersey. Edward VII died in 1910 and was succeeded by his son, George V. William II was Emperor of Germany, and Nicholas II was Czar of all the Russias. A sultan ruled Turkey. Joseph Cannon, astute and clever politician who liked to pose as just a "hick" from Illinois, was speaker of the House of Representatives.

The Constitution of the United States had only fifteen amendments. There was no income tax (that came in 1913 with the XVIth Amendment.) Senators were still elected by state legislatures; prohibition, woman suffrage, the repeal of the eighteenth amendment (prohibition)

and the twentieth or "lame duck" amendment came later.

The purposes in thus stressing differences and changes have been two:

1. To establish the concept of the naturalness of change. It is inherent in progress; it is the law of life.
2. To dispell certain illusions; all change is not progress, but all

Our Father, we thank Thee for this association of former students, graduates, and friends of Indiana State Teachers College. We of earlier years appreciate the privilege of mingling and visiting with the class of 1946; and we pray that each member of this senior class may receive such inspiration from the achievements of the class of 1896 and of other classes of former years as will make his life more abundant and useful. We ask, also, that we who are older may receive such help and encouragement from the class of 1946 as will make our own lives more meaningful and more socially effective.

Bless, we pray, both the spiritual and physical food of which we are about to partake, to the end that each of us may become more worthy in Thy sight.

We ask these things in Thy name. Amen.

HARRY E. ELDER
Indiana State Teachers College
Terre Haute, Indiana

progress involves change. The old days were not all good, but one must not underestimate their values. Above all avoid the pitfall of desiring to return to normalcy. Normality is not static; it is a changing pattern.

Now in imagination will you bridge the gap across the decades and consider their similarity?

Most of the differences are exterior

differences. Youth was idealistic then as now; with the same goals and ambitions. They were carefree, happy, serious, studious, even as now.

The campus has been beautified and enlarged; the physical plant has been greatly expanded; but all that represents the work of administrators with vision. President William Wood Parsons was wholeheartedly devoted to the interests of this school, as is today's President Dr. Tirey. Both have contributed immeasurably to the enrichment of its curriculum and the expansion of its services.

The faculty then as now was outstanding. This school from its inception has had unusual teachers on its staff.

Your class and my class were graduated in periods of transition: mine, in a pre-war period, pre-World Wars I and II; yours, in a post-war period.

About 1910 the automobile was revolutionizing the economy of the country. Henry Ford's ideas of the mass production of moderate-priced cars, and a minimum wage of five dollars a day were reversing concepts of wages. Ford was thinking of labor as a potential consumer of his cars instead of merely one of the factors in the cost of production.

The ideas of Sigmund Freud were to revolutionize the treatment of the mentally ill. Changes in fashions for women and legislative attempts to regulate them are much more significant than they seem. Precedents and traditions were being shattered. A few years later (1919) the election of Lady Nancy Astor to the House of Commons broke 624 years of masculine domination. A Hindu, Mohandas K. Gandhi, was practicing law in South Africa. Here he suffered indignities because of his race that embittered him against British rule. Sun Yet-sen was a leader in China. Revolution and nationalism were emerging in Asia. Japan had recently conquered Russia and completed her veneer of Western civilization.

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Against Whatever Darkness

ROSEANNA BURKE

*Graduating Senior
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An outstanding student in the Department of Speech, Miss Burke was chosen as the representative speaker of the Graduation Class of 1946, of Indiana State Teachers College, at their Class Day exercises in June. Her address does credit to the teacher education process of which she is a product.

Most of us will admit that we are confused. The roar of World War II is at last subsiding, but the rumble of World War III is rolling with increasing momentum across the world. A recent peace conference has failed; people in war-torn nations are starving; we are testing the destructive power of the atomic bomb. We, the graduates of 1946, are quite cognizant of the fact that the picture is not pretty. We do not need to be told that the world is ugly and fierce. We are not chickens emerging from our shells. Our college life has not been a sheltered one, for we have known war and we have known peace. I am certain that there is not one graduate in this room who is not aware of the problems he faces. The question to which we seek an answer is: how can we meet these problems?

We resemble the young American soldier who was caught in the midst of enemy fire. Seeking a means of hasty exit, he grabbed an abandoned bicycle and hurriedly pedaled away. Within one hundred feet of his own lines he suddenly realized that never before had he been able to ride a bicycle. He had never learned. With this realization he promptly fell from

the bicycle and had to finish his dash for safety on foot. We have been learning how to live during our sixteen years in school, but now, with living just ahead of us, we are falling from our bicycles. How can we live to the utmost capacity in this dark world? We are but a small and seemingly ineffectual group as far as the course of world events is concerned, but our college years and experiences have been in vain if we have not learned these two things.

We must have learned, first, that free minds are necessary to the maintenance of democracy. A free mind is one liberated from petty prejudice. Racial hatred and religious intolerance are inconsistent with freedom and democracy. We must countenance no theory of keeping a man "in his place." Whether he be black or white, Catholic, Protestant or Jew a man must occupy any place in which he is worthy to stand. A free mind, however, is more than one unfettered by the theory of superiority. A free mind is an inquiring mind. We are ineffectual in world events only as we let ourselves be ineffectual. If we are completely impervious to current affairs, how can we bewail the fact that we have no voice in the formulation of American policy? We can not condemn the United States' attitude toward Spain if we are ignorant of the historical background of that attitude. We can not condemn Russia on the basis of street corner rumors. We are intelligent, effective citizens as we search for information with objective minds and cool judgment. It becomes increas-

ingly difficult, it is true, to battle the insidious propaganda of organized business groups; but to acknowledge the impotence of unorganized citizenry against these groups is to admit the death of democracy.

Grant that we have learned this—to cultivate free and inquiring minds. The question still remains, how can we live to the utmost capacity in this dark world? Antoine de Saint Exupery provides an answer in his simple and charming book, *The Little Prince*, the story of a little boy who said:

I know a planet where there is a certain red-faced gentleman. He has never smelled a flower. He has never looked at a star. He has never loved anyone. He has never done anything in his life but add up figures. And all day he says over and over . . . 'I am busy with matters of consequence.' And that makes him swell up with pride. But he is not a man—he is a mushroom.

The red-faced gentleman is not an unfamiliar figure. There are so many blind men and women, enmeshed in matters of no consequence whatsoever, who never see a flower, nor a star, nor a blue sky. It is often these same men and women who turn to cheap literature, cheap movies and tawdry experiences. They never know the exquisite beauty of a Shakespeare sonnet. They never thrill to the strains of a Beethoven symphony. They can not see children's faces "holding wonder like a cup." They can not laugh at Alice in Wonderland nor weep with Cyrano de Bergerac. They are not men; they are mushrooms.

The world is indeed dark. We know it and we are confused. We can not provide a panacea to cure the economic ills of the world. We can not solve diplomatic and military problems. But in the midst of confusion we can and must hold these convictions: to live to the utmost capacity, we must uproot blindness, smugness and greed; to taste life to the full, we must recognize

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Practices and Recommendations in Teacher Education Workshops

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Among the newer resources in higher and adult education are workshops, which are practical applications of an experimental philosophy of learning. By providing opportunities for sharing of experiences and group investigation of common problems, co-operative learning is made to function at a high level with maximal efficiency. From a rich background in the organization of teacher-education workshops, Dr. De Young points out some of the techniques found to be most effective in their operation.

Stuart Chase in *The Tyranny of Words* writes thus about the current babel of tongues: "The student of semantics is embarrassed with the sheer richness of evidence that people do not know what they are talking about." Education is an era of life to which this criticism applies aptly. Particularly bewildering is the term "workshop."

A workshop is not a workshop, nor a summer's vacation. It is not an easy way to earn credits, nor just another course, nor a seminar. It is not the same old stuff handed out in the same old way under a new label; it is not a conference, or a convention or a two-day meeting. It is never a substitute for good teaching, nor a technique to use for all teaching and learning. It is not a procedure suitable for all persons, nor an end in itself.

A workshop is one of several means in teaching, learning, and living, which is essentially a problem for approach with a high degree of specificity. It is an opportunity for experienced teachers to make their own

assignments. Workshops use the dual approach to individual and group needs. It is an organized, but informal

Infinite and loving Father, we acknowledge Thee to be the source of all wisdom, the Fountain-Head of all knowledge. Look graciously, we beseech Thee, upon these Thy servants, the members of this graduating class, as they here stand at this high point of achievement and promise. We call to our remembrance before Thee the hours of study and preparation which hath led them hitherto. We gratefully acknowledge the conscientious work and skillful guidance provided by the members of the faculty, without which this occasion would have been impossible. We would not forget the sacrifices freely and cheerfully made by families and friends of the graduates which hath upheld them in this undertaking. All of this we hold in grateful remembrance before Thee. Be with these young people not only in the exercises of this week but go Thou with them through all of life. May they increasingly know that "the fear of the Lord is wisdom and to depart from evil is understanding".

Amen.

REV. GEORGE E. MITCHELL
First Congregational Church
Terre Haute, Indiana

place for exchanging views and developing new ideas. It is a socialized and democratic undertaking in which the participants, specialists, and consultants join talents in serving society. It is one of the best means of combining the resources of the pre-service and in-service agencies of teacher education, and for promoting the in-service growth of teachers. In fine, a workshop in teacher education is a means by which motivated teacher-learners work in a shop.

In *The Encyclopedia of Modern Education* a teacher's workshop is defined as follows:

"A Teachers' Workshop is an experience-centered study undertaken by a group of mature persons. The group takes as its starting point the interests and needs of its members, and subgroups are formed to insure a profitable interchange of opinion, knowledge, and experience. Consultants, rather than instructors, serve these groups, placing specialized resources at their disposal both in group discussions and in the exploration of individual problems and plans. The characteristics of this simple, informal, and functional organization are its flexibility and its relevance to specific tasks which the members wish to undertake more skillfully and with clearer vision after the workshop period."

Although he did not coin the term, one of the earliest exponents of the practicalness of the workshop idea was John Amos Comenius (1592-1670), a Moravian churchman. He called schools "the slaughterhouses of the mind where ten or more years are spent in learning what might be acquired in one." This he said was due to the fact that the mind was fed mostly on words. He, the father of realism in modern education, fought against verbalism and for concreteness. He helped make education less remote, less austere, more sympathetic, and more interesting. Because of his early formulation and practical application of sound educational principles Comenius, though still submerged in obscurity, is one of the fore-runners of the workshop idea and ideal.

John Dewey, with his accent upon pupils "learning to do by doing," an-

ticipated the workshop technique. In the following statement of philosophy are contrasted the old and newer practices:

"To imposition from above is opposed expression and cultivation of individuality; to external discipline is opposed free activity; to learning from texts and teachers, learning through experience; to acquisition of isolated skills and techniques by drill, is opposed acquisition of them as means of attaining ends which make direct vital appeal; to preparation for a more or less remote future is opposed making the most of the opportunities of present life; to static aims and materials is opposed acquaintance with a changing world."¹

Although the progressive idealism of John Dewey most markedly influenced elementary education, it has also left its stamp on teacher education.

The workshop in teacher education had its own genesis in the Eight-Year Study of the Commission on the Relation of School and College of the Progressive Education Association (1933-41):

"During the early years of the Eight-Year Study the staff was finding it difficult to provide sufficient consultation to the teachers of the thirty high schools involved in the Study. The staff was concerned because these teachers had too little time in the course of their regular duties to work together on the problems involved in their new experimental programs. In a conference on this problem (between Ralph W. Tyler, director of evaluation for the Study, and Robert J. Havighurst, of the General Education Board), the suggestion was first made that a portion of the summer might be used to give the staff an opportunity for intensive work with teachers from the thirty schools."²

And so, thirty-five teachers came to

Ohio State University for six weeks in the summer of 1936.

This "seminar" for teachers in science and mathematics was so helpful that the idea expanded and in 1937, a "workshop" was held at Sarah Lawrence College, Bronxville, New York. This was attended by 126 teachers from a wider range of subject fields. Committee-groups came from Tulsa, Des Moines, and Denver High Schools. Participants came with practical local problems on which they wanted assistance. Of this Heaton, Camp, and Diederich state:

"It was not recognized at the time that this represented an important development, but this practice has now begun to take on the proportions of a new and continuous plan for in-service training of teachers and for the stimulation of curriculum improvement in the local school districts."³

The 1937 workshop was also characterized by a deep appreciation for the value of group life:

"The somewhat isolated environment of the Sarah Lawrence College campus, the opportunity for everyone to live and dine on the campus, and the many provisions for group enjoyment of leisure hours all encouraged informal as well as formal association of students and staff and of students with one another."⁴

In preparation for the 1938 Workshops, heads of the various Commissions of the Progressive Education Association, directors of the workshops, staff people and assistants, spent ten days at Carnbrook School, near Detroit, for a "leadership conference."

In 1938 the General Education Board established four workshops, with more than 500 students in attendance. These students were "hand-picked." A new group was admitted to the 1938 workshop—twenty-three college and university faculty members came from sixteen different institutions of higher education. From this stems many developments in workshops.

³Ibid, p. 6.

⁴Ibid, p. 7.

In 1938 the Commission on Teacher Education was established by the American Council on Education. In 1939 this Commission issued its *Reports and Addresses: Bennington Planning Conference*. A year later the Commission established a workshop program for faculty members connected with the study of teacher education.

By 1940 fourteen colleges and universities had established summer programs which were "more or less" of the workshop type. The Progressive Education Association joined with the Commission on Teacher Education in establishing a Workshop Advisory Service, which has helped to guide many in the use of workshop techniques.

A survey of the 16 state teachers colleges with membership in the University of Chicago Teachers College Conference indicates that 14 (87.5 per cent) held summer session workshops in 1945, and that all of them probably will have workshops in 1946.

A brief questionnaire was sent to the Presidents of the 16 state teachers colleges which have membership in the University of Chicago Teachers College Conference. Replies were received from all the colleges. Below is a brief tabulation of the responses to the following questions: (1) Did your teachers college have a workshop during the past summer session? (2) Did your college have a workshop during the past school year? (3) Do you hold workshops off campus?

The University of Chicago and the University of Illinois also have workshops.

Workshops may be classified on several bases, some of which are: (1) location, (2) college credit, (3) sponsorship, (4) educational area served, (5) specific subject, field or interdepartmental, (6) special purposes, (7) instructional staff, and (8) financial support.

According to location, a workshop may be on campus, off campus, or a traveling unit. On the basis of credit, it is classifiable as non-credit, junior

¹ John Dewey, "Experience and Education," *The New York Times*, March 6, 1938, p. 10.

² Kenneth Heaton, William G. Camp and Paul B. Diederich, *Professional Education for Experienced Teachers*, University of Chicago Press, 1940, p. 2.

| College | | Location | Workshop Summer Session | Workshop Regular Year | Off-Campus Workshops |
|-------------------------------|-----------------|---------------|-------------------------------|-----------------------------|-------------------------|
| Illinois | Eastern | Charleston | X | O | X |
| | Illinois Normal | Normal | X | X | X |
| | Northern | De Kalb | X | O | X |
| | Southern | Carbondale | X | O | O |
| | Western | Macomb | X | X | X |
| Indiana | Ball | Muncie | X | O | O |
| | Indiana | Terre Haute | X | X | X |
| Iowa | Iowa | Cedar Falls | X | O | X |
| Michigan | Western | Kalamazoo | X | X | X |
| Minnesota | State | Mankato | X | X | X |
| | State | Moorehead | O | O | O |
| Missouri | Central | Warrensburg | X | X | X |
| | Northeast | Kirksville | O | O | O |
| | Northwest | Maryville | X | X | X |
| Wisconsin | Central | Stevens Point | X | O | X |
| | Wisconsin | Milwaukee | X | X | X |
| Total number having workshops | | | 14 | 8 | 12 |
| Percent having workshops | | | 87.5% | 50% | 75% |

or senior college, graduate, or post doctoral level. It may be sponsored by one college, by two or more co-operating agencies and foundations not sponsoring public schools, by co-operation agencies and foundations not connected with public schools, or it may be under the direct auspices of local, county, or state public school systems.

The educational areas served will include pre-elementary, elementary, secondary, higher education, rural education, general and special education. Workshops may be planned to serve all subject areas, they may cut across departmental fields, or they may be so organized as to emphasize separate subjects.

Workshops frequently serve as experiential learning situations in administration and supervision, camping and out-door education, co-curricular activities, intercultural relations, international problems, postwar planning, school buildings, and community education. In some cases college

staff alone conduct the workshop, but all variations of co-operating staff arrangements are found, including Commission and Foundation staffs, with or without consultants from collegiate faculty. In some cases costs are borne by special fees, by grants or gifts, or by scholarship loans to students who wish to attend.

Catalog descriptions of workshop offerings vary. Representative samples are reproduced from several of the catalogs of Teachers Colleges.

Ball State Teachers College at Muncie describes its Adult Education Workshop as:

581.1 HE. *Adult Education Workshop in Home Economics*. Principles of dealing with the education of adults with special emphasis upon the training for home and family life will be developed. Special consideration will be given to problems of adults returning to their homes from the armed services and from industry. Other problems to be considered are what courses will help the family to make adjustments, how to organize a

program to meet the needs of individuals and families, and how to interest those concerned with these problems in improving their home and family relations. The time will be divided between discussions and reports from the entire group and small group and committee work. Credit: four hours.

Eastern State Teachers College at Charleston offers:

Education Re224R. *Refresher Course in Rural School Management*. (4 q. hrs.) Designed for persons who have not taught for several years and who are planning to teach under emergency certificates. Three weeks, July 16 to August 13, inclusive.

At Illinois State Normal University at Normal:

275. *Health Education Workshop* — Summer only (3-6). Designed to meet the needs of teachers and administrators in the correlation of the various resources of school and community into a total health program. The instructional program, individual problems, recent health legislation, and health service procedures are considered. Other departments participation are: Health Service, Home Economics, and Health and Physical Education. Credit applies in the Biological Science Department only. Prerequisite: Teaching experience or Biological Science 238.

Western Michigan College at Kalamazoo includes a workshop in camp education:

480S (F190). *The Camp as an Educational Agency: The Camping Workshop*. Six semester hours. Dr. West, Director. This workshop has been planned to meet the needs of those who are preparing for positions in summer camps. The workshop staff is made up of persons who have had practical experience in camp organization and the different phases of the camping program. The work includes an extensive study of the literature on camping, group discussion of camp problems, and actual participation in the various activities of camps. Nearby camps, such as the Pretty Lake Camp and the Kellogg camps, will be utilized as laboratories. Each student admitted to the workshop will devote a major portion of his time to a specific camping problem, and those with similar problems will be encouraged to work together in small, in-

formal groups. Applications for membership in the workshop should be made in advance to Dr. Elmer H. Wilds, Director of the Summer Session. Western State Teachers at Ma-

comb:
Ed. 327, Ed. 328 *Workshop in Rural Education*. (Ed. 326 is a continuation of Ed. 327.) This course provides an opportunity for rural teachers to work on individual and group problems as related to the rural school in meeting child and community needs. The work includes class discussion of common problems, individual and group conferences, observation and demonstrations in rural schools, excursions and participation in other activities with the guidance of specialists in those fields. Teachers are encouraged to discover practical ways of utilizing environmental resources in providing for child growth and development. Four hours credit for each course.

The Second Miami Workshop, which was conducted at Oxford, Ohio, July 8-20, (1945) was an important event in the development of public education in Ohio. It was notable for its membership, the problems it studied, and its methods of work.¹

One hundred twenty-six persons — high school and elementary school teachers, principals, and superintendents, college teachers, and representatives of school and lay organizations, and of state government — participated. Attendance of school and college people was upon individual application, following the public announcement of the Workshop. But a special effort was made to secure the participation of representative laymen. Special invitations were extended to representatives of such organizations as the Ohio Chamber of Commerce, the Congress of Industrial Organizations, the American Federation of Labor, the Association for Childhood Education, the Ohio State Grange, the Ohio Farm Bureau Federation, the American Association of University Women, the League of Women Voters, the Ohio Congress of Parents

and Teachers, the Society for the Advancement of Colored People, and the Urban League. Representatives of practically all these organizations were in attendance and participated actively with the school people in the

Eternal God, who committest to us the swift and solemn trust of life, we stand before Thee with thoughtful but solemn hearts toward the past, and with serious yet hopeful thoughts toward the future. To us much has been given, and of us much shall be required. As we have entered richly into the sacrifices and labors of others, so must we hold dearly our responsibility to render service unstintingly and without price to our generation.

Grant unto the members of this graduating class Thy blessing. To each may come continued growth in honesty of mind, in unselfishness of heart, in consecration of will. Let them become leaders through whom many lives may find the way of truth, beauty, and goodness. Teach them to give and not to count the cost, to fight and not to heed the wounds, to toil and not to seek for rest, and to labor and not to ask for any reward save that of knowing they are serving under Thee in life's great issues.

Mercifully accept the prayers and hopes of parents, teachers, and friends for those so dear to them, and grant unto us all the courage, hope, and peace which it is only Thine to give. Amen.

REV. THOMAS MABLEY
St. Stephens Episcopal Church
Terre Haute, Indiana

consideration of problems before the Workshop. As a result, the proceedings reflected the close relationship which should exist between lay people and the schools. It is hoped that the study of the report of the Work-

shop may serve to promote the further development of such relations in many local communities.

The following suggestions for the improvement of workshops were gleaned from publications, letters, questionnaires, opinionnaires, participants' evaluation sheets and conferences, and direct experience with several workshops.

Efforts should be made to clarify the term "workshop" and related terminology.

Persons wishing to enroll in workshops make advance application, and steps similar to those in the Michigan Community Health Project may be employed, namely: (1) preparation of a mimeographed guide should be given to and discussed with each applicant for workshops; (2) a series of preliminary meetings of these applicants, and (3) conferences with each applicant in her own school. Admission to workshops should be on the basis of careful selection of experienced teachers, and official notification of acceptance or rejection be sent to participants as soon as possible.

Administrators should realize that per capita costs in workshops are higher than in traditional courses. Fees should include the use of all facilities, including textbooks, and scholarships provided where possible. Adequate financial arrangements need to be made for expenses of off-campus consultants. The workshop needs to be dignified as a means of earning academic credit, but the number of hours that may be earned in workshops should be limited. Efforts are needed to use the workshops to break down some of the rigid barriers that exist between departments. They can be established to deal with certain neglected areas in public education and in teacher education, such as helping adolescents grow up emotionally, in the use of multisensory aids, the enrichment of courses in teachers colleges, and co-operation with laymen in improving education. As far as possible, the lecture-hall, schoolroom atmosphere should be

(Continued on page 18)

¹A. J. Klein, Educational Research Bulletin, September 17, 1945, p. 141.

Workshops in Rural Education

GRACE ARMSTRONG

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Mankato, Minnesota

One of the phases of education recently recognized as in need of improvement is that concerned with rural problems. JOURNAL readers will recall that the March issue was devoted exclusively to this field. At Mankato, Miss Armstrong has been conducting off-campus workshops for the past three summers, and directed the rural program of the 1946 summer session of the college.

Mankato State Teachers College organized its first workshop in the summer of 1939. Since that time it has maintained one or more each summer, establishing the first off-campus workshops in the summer of 1943. These workshops have attempted to meet needs that were apparent at the time of organization. Thus the emphasis has varied through the years. Child development was



stressed in the first workshop; the elementary school curriculum in the two following. Then when many former teachers began to return to teaching during the war period, particularly rural school teaching, attention was given to helping these teachers reorient themselves with reference to the curriculum, methods of teaching, and classroom management.

Meanwhile the administration of the college, concerned about the already low and the gradually lowering standards of teacher certification

among teachers in the rural schools, sought a pattern of in-service education that would help to raise the educational level of this group. The following facts suggest the need for concern:

1. One year of preparation is the minimum required for certification to teach in the ungraded schools in Minnesota. At the outbreak of the war about 65 per cent of the teachers in ungraded schools had less than two years of preparation. As the teacher shortage gained momentum this number increased.
2. A survey of one county in which approximately 66 per cent of the teachers in the ungraded schools in 1943-44 had less than two years of preparation showed that only eight per cent of this group had made an effort to do more than meet the minimum requirements for certificate renewal.¹
3. The teachers in this group of 66 per cent who had had three or more years of teaching experience had a median record of 15 quarter hours of college credit earned beyond their initial training. A teacher accumulating credits at the rate indicated by the median would require 27 years to complete one year of college work.

The result of the search was provision for another kind of in-service educational opportunity — off-campus study centers operating during the regular year.

¹ Beug, Hilda. "A Study of Educational Qualifications of Teachers in Ungraded Schools in a County in Southern Minnesota." Unpublished manuscript.

With the two types of off-campus organizations it has been possible to reach more rural teachers and to encourage these teachers to set educational goals for themselves. Two general practices have operated to make possible the raising of the educational level of groups of teachers. The first of these is the practice of returning to the same area again and again with workshops and study centers. The other is the practice of providing offerings that make it possible for teachers in the area to work systematically toward the completion of one of the college curriculums. For example, each of two communities has had three summer workshops and three study centers since the summer of 1943. Many teachers in these communities have become interested in planning a systematic educational program for themselves.

The workshops and study centers differ in their internal organization. The workshops have a very flexible type of organization and usually have demonstration schools as part of the setup. While certain fields are emphasized there is integration among fields and flexibility in the program of work within each field. Every effort is made to adapt the work to the teaching needs of the students enrolled. The preparation of curriculum materials suited to a particular situation or utilizing the resources of a given area is an example of such effort. Students work on individual and group problems. Enrichment of the workshop curriculum is provided through additional social, recreational, and cultural activities.

In the study centers each staff member teaches two classes, the total number ranging from four to eight. Each student may enroll for a maximum of two courses. Individual instructors may do much to adapt a course to the immediate teaching needs of teacher and may work with other instructors in developing relationships among courses.

The off-campus study centers are in session Saturdays. The off-campus workshops operate certain days of

each week for a six-weeks period.

The workshops and study centers have developed to meet obvious needs of this area. Probably a significant characteristic is their ability to change character in keeping with changing needs of the teachers of the area. Workshops and study centers will undoubtedly be a part of the future pattern of in-service education of this institution for some time to come. Where and how they serve will depend upon developing needs and the ability of the institution to foresee and meet them.

DE YOUNG

(Continued from page 16)

avoided, and the setting be such as to encourage ready access to books and other learning materials, to foster individual study, to bring small groups together readily, to facilitate using audio-visual aids, and to foster close companionship in work with participants and staff. Workshop budget should include equipment for duplicating materials. Participants need to be encouraged to bring along to the workshop more of their own materials pertinent to their problem.

The workshop should be a continuous program, with evaluation during the year or term following the regular workshop, and that followup meetings and workshops be held. College administrators, superintendents and board members should permit participants to experiment with and use the materials and ideas developed in the workshop, and participants should be encouraged to continue to exchange ideas after the workshop has ended. Women and men's dormitories or other suitable houses near the workshop location are needed to house the participants so that full advantage can be taken of the opportunities for dining together.

Laboratory or demonstration schools can be operated in connection with the workshops in teacher education, and, where a workshop is conducted for a school system, the school's equipment, its pupils, and the community should be used. A librarian

should be assigned to give full or part-time service to the workshop, to prepare a bibliography of books and other materials pertinent to the specific workshop, as well as exhibits, appropriate to the problems of the workshop, so that they may be utilized extensively and effectively.

Workshop leaders must recognize the danger of obtaining the form of organization without capturing the spirit of workshops, but organizational details should be reduced to a minimum. The types of groups to be organized should be determined by the needs, interests, and abilities of the participants. A list of all participants and consultants should be prepared early in the workshop so that members may become better acquainted with the personnel, their location, and type of work.

A workshop program should consist of rich experiences in teaching, learning and living, around the individual problems of participants. The program should provide ample opportunity for appropriate recreation. It should contain the proper balance between general sessions, special interest meetings, individual conferences, individual work periods, recreation, and social functions. The program must be kept extremely flexible, and a weekly period provided for pulling the loose ends together.

Workshops should be publicized early and adequately. This means that most catalog descriptions of workshops should be revamped, and local school administrators and county superintendents should be asked to co-operate in the publicity. Individual systems of records must be used for each participant, and at the close of the workshop a report should be filed with the college administrator and others interested. Teacher-educating institutions would do well to employ a director of workshop or train one of the present staff to serve in that capacity. They must recognize that adequate and competent clerical help be provided, as well as staff for such related services as health examinations. Adequate and well-qualified consul-

ants and other resource persons need to be made available, and these persons should be well versed in the psychology and techniques of working with adults, as well as the pupils whom these adults have in school. Staff members need to be eminently qualified in the techniques of conferences, and consultants in teacher education should know the public schools and the territory served by the workshop. It is important that staff meetings be held regularly and frequently.

Workshops, now ten years old, need to be subjected to very critical evaluation. Individual projects should be evaluated by the participants as well as the staff, so that complete use can be made of all modern instruments of evaluation.

BURKE

(Continued from page 12)

and appreciate the important. We live life as we are aware of life. Appreciative minds, free minds—these we hold against whatever darkness.

CONNETTE

(Continued from page 3)

We all know what happens when one of them is turned loose upon scripture, literature, painting, sculpture, drama, or music. Words, lines and shapes, actions and sounds become granite; metaphors and progressions fade into mere black and white, or into sustained vibrations which we hear; a dreadful rigor mortis descends upon everything. All essential meanings are lost. The aesthetic and moral life is turned into a calculus or rule-of-thumb reckoning; we talk of "amount" of goodness, "degrees" of beauty, and this is "measured" and that is "weighed." When I observe half a hundred students sitting stolidly through a semester of Music Literature, with the noblest and most beautiful music wrecked upon them, I reflect with sadness that the world is so darkened by just so many more literal minds which will see only what directly confronts them and see that only as immovable stone.

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I have said that poverty of aesthetic sensibility and imagination is a common human failing, but it has its special relation to the second cause of students' indifference to music. To see beyond the values particularly dear to a materialistic and commercial culture would require unusual strength of imagination, and the weakness of it therefore helps to keep such values paramount.

ROSS

(Continued from page 11)

All these were world-shaking events, but we were blind to their significance—dancing in the dark.

You are leaving this school at the beginning of the atomic era. At last science has released energy that will enable man to master his environment or to destroy it. How momentous the significance, how great the challenge to education!

Social change does not just happen; it develops logically from cause to effect. Wars do not just happen; they are made in the minds of men; and peace and world co-operation can come about only by the minds of men.

Are we alert? Or are we, too, dancing in the dark?

JAMISON

(Continued from page 9)

viser with whom he consults concerning his graduate progress. He confers regularly with the Director of Student Programs and with the adviser who is appointed by the Chairman of the Graduate Council after careful consideration of the graduate major proposed and the undergraduate background. A student's first registration for graduate work is not considered complete until he has conferred with the Chairman of the Graduate Council and has had his adviser appointed. The course in Educational Research, which is required of all graduate students, must be taken at the first opportunity and before any research paper or thesis has been begun.

Graduate curricula are available which lead to : 1) superintendent's license; (2) high school principal's license; (3) elementary school principal's license; (4) elementary supervisor's license; (5) master elementary school teachers and supervising teachers in laboratory schools; and (6) master secondary school teachers and supervising teachers in laboratory schools.

The present trend at Indiana State is away from the writing of theses. The first year that both options were available to the students was 1939, when forty-seven students chose to write theses, and fourteen did not. Since then the proportion has swung steadily toward the non-thesis option, until in 1945 only about one-fifth of master's candidates presented theses, while four times as many did not.

NOYER

(Continued from page 8)

"If the master's degree or its equivalent is not completed within the first five years during which the provisional certificate is valid, the provisional certificate may be renewed for another five years; however, unless a master's degree is completed at the end of the second five-year period, the provisional certificate cannot be renewed or converted into a first grade certificate.

"Before an individual who has not been teaching for a continuous period of five or more years is permitted to teach again, the employing corporation may require this individual to take a minimum of eight semester hours of work upon the advice of the accredited institution which the individual will attend."

It will be seen by the foregoing that the professional opinion in the State is crystallizing in favor of some professional preparation beyond the bachelor's degree. The teachers colleges, therefore, organize their graduate programs in Indiana for the following purposes:

1. To enable the student to meet the first grade license require-

ments for school administrators and supervisors in Indiana.

2. To prepare a group of master teachers for service in Indiana public schools.
3. To acquaint the experienced teachers with research techniques and the resulting publications so as to make them effective "consumers" of standard and current educational studies.
4. To enable the student in the area of his teaching interest to recognize and grasp the significance of the practical problems met by those who do the actual work.
5. To acquaint the student with those problems in his field which are under active attack in current and recent research.
6. To enable the student to draw practical implications from the results of research in his field.
7. To help the student get a vision of the larger problems as well as of the more immediate ones which are now emerging and which will be subjected to investigation.
8. To help the student see and comprehend the interrelations between his field and adjacent fields.
9. To enable the student, on the basis of his teaching experience and growth in professional interest, to re-enforce and reorganize his equipment of knowledge, techniques, and skills in the fields of his teaching interests.
10. To give the student as severe an intellectual challenge as his abilities will tolerate so that for once in his life he must really extend himself.

LARSEN

(Continued from page 6)

two studeis. In general, it is apparent that slightly less than 4 per cent of the teachers have no degrees, approximately 60 to 70 per cent have only the bachelor's degree. It should therefore be obvious that approximately 70 per cent of the teachers in the schools studied could be interested in a graduate program. Whether or not these data are typical for the state as a whole could be questioned but if we assume that they are, there should be a large number of teachers interested

in pursuing graduate study in the teachers colleges of Illinois. The need is definitely shown for improving both the professional and academic level of these teachers. The raising of the level of academic preparation will help to improve the work of the schools of the state.

Other reasons could be listed to show the need for graduate programs in the teachers colleges of Illinois. One of these is certainly the item of cost to the teacher. Many teachers, whether we like to admit it or not, might select a teachers college for graduate study because of the lower costs involved. Tuition is generally lower in these colleges and since many of the teachers who would study there could live at home, their living expenses would be considerably reduced. Since many such teachers would not attend state or other universities the teachers colleges of the state face a challenge in presenting a program of study for them. It is important to improve the teaching abilities of all teachers, regardless of where they teach and what their financial ability may be. The facts pointed out show that there is definite need for graduate work in the teachers colleges of Illinois because of (1) their ability to serve many teachers interested in graduate work due to their location and low financial cost, (2) their especially advantageous unit organization which provides the best graduate program for teachers interested in any area of education, and (3) graduate work for the majority of teachers is necessary to raise the level of preparation and academic training to a high level in the state of Illinois.

SWARTZ

(Continued from page 7)

This is considered necessary and justifiable by virtue of the fact that Southern is the only graduate school within a radius of more than one hundred miles and consequently many graduate students cannot "commute" to Carbondale even for Saturday classes. The graduate extension class-

es are limited to those courses in which library or laboratory facilities can be made available, equal to those on the university campus.

The tendency at Southern has been to be fairly lenient in admitting students to graduate work, from the standpoint of undergraduate scholastic average. This means that students who are average or better are approved for admission to the Graduate School, provided they are graduates of a fully accredited undergraduate college or university. Graduate students with an average of B or better from unaccredited schools are given conditional approval.

As soon as a graduate student has had ample opportunity to demonstrate his competence in the graduate field,³ he is given a comprehensive examination, preliminary to admission to candidacy. This preliminary examination may be oral, or written, or both. The primary purpose of this examination is to determine whether the graduate student is sufficiently mature to continue his work toward the degree. Consequently, this preliminary examination is supposed to cover the essentials of both undergraduate and graduate study in the student's major and minor fields. In addition, the graduate student who successfully passes his preliminary examination is subjected to a final examination covering his entire graduate study, with emphasis given to his individual studies and research projects.⁴

The number of students registering for graduate work at Southern during the past year and a half is encouraging, if not spectacular. The registration for the summer term, 1944, was 21 graduate students—that of the fall term following, 22. In the winter term, the registration tends to fall off, due apparently to hazards of travel and the heavy extra-curricular schedule of public school teachers during the winter months. In the summer term, 1945, the number of graduate students rose to 35, while the present

³usually about the time he has completed half his graduate credits.

fall term graduate enrollment at Southern is about 30.

In setting up the new graduate program at Southern Illinois Normal University, both the Graduate Committee and the University Administration have attempted to steer a sane middle course between the two extremes of setting the standards so high the prospective students will be frightened away and setting the standards so low that the program will fail to achieve academic respectability. Additional time will be required to ascertain definitely whether this objective has been successfully attained.

⁴The double series of examinations has been criticized on the ground that it constitutes a "stiffer" set of requirements than many schools have for the doctorate.

MANION

(Continued from page 4)

fort of its subjects. The French Revolution generated a centrifugal force that *disintegrated* the heart and center of civilization, namely, the God-given personality of the *individual*, and threw the fragments out to the perimeter where they were congealed into "classes." Thereafter, in Europe, the citizen ceased to be a "person" and became, instead, a part of the "proletariat," "masses," "bourgeois" or "aristocracy." This persistent disease of "class consciousness" has disabled the politics of Europe continuously since 1789. In the French Revolution man lost his individual soul and thus became a mere member of the herd. He likewise lost his God and thereafter he worshipped only the State.

The American Revolutionaries were wiser in their quest for the perpetuation of personal liberty and the consequent achievement of the general welfare. With the first breath of its new life the American Republic declared on July 4, 1776:

"We hold these truths to be self-evident; that all men are created equal; that they are endowed by their Creator with certain unalienable rights; that among these are life, liberty, and the pursuit of hap-

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piness; that to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed. . . ."

Faced with a problem not unlike the problem facing Europe today, namely, the necessity for the integration of great diversities of races, religions and local prejudices, the Founding Fathers generated an integrating rather than a disintegrating force. They invoked the great common denominator of all mankind, namely, the Fatherhood of God. This "self-evident truth" they wisely used to immediately equate Puritans, Cavaliers, Catholics, Protestants, Jews, and Gentiles. With this greatest Common Denominator they rallied Germans, English, Irish, Scotch, Swedish, Dutch and French elements of the American population upon a platform where an equality before God called for an equality before the law of the land. Together they erected a new government to secure and protect the God-given rights of all alike.

This wisdom was merely a projection of the religious tradition of American History. From the first voyage of Columbus to the adoption of the Constitution of the last State admitted to the Union, the discoverers, settlers and political organizers of America made their reliance upon God and religion the official foundation of all of their establishments. For instance, the first of all Democratic Constitutions, The Mayflower Com-

pact, opens with the words "In the Name of God, Amen." and consists merely of an expressed reliance upon the Moral Law for the peace and happiness of its signers. Some sixty years later William Penn, the Quaker, was settling Pennsylvania communities with his timely and deathless admonition that "those who are not governed by God will be ruled by tyrants." Four years before the Declaration of Independence was written, George Mason, later the author of the Virginia Bill of Rights, was telling the General Court of Virginia that "the laws of Nature are the laws of God whose authority can be superseded by no power on earth. A legislature must not obstruct our obedience to Him from whose punishments they cannot protect us. All human constitutions which contradict His laws we are in conscience bound to disobey. Such have been the adjudications of our courts of justice."¹

Shortly thereafter came the climax, namely, the great religious and political Declaration of 1776.

The mythical man from Mars who can look at the stream of our World History entire and at once from its source to the present time would be at no loss to understand the persistent convulsions of Europe as contrasted with the peace and plenty of the United States of America. One

¹Hardaway, Robin V. 1 Jefferson 109.

who, like our mythical Martian, sees the mathematics of history in its operational perspective knows that the American is free only because — and so long as — he officially acknowledges the one Source and Author of liberty. Such an observer sees that the European is a slave precisely because his politics denies God and sets up in his stead "the Government" as the stem and source of all "rights," "goods," "securities" and "privileges." The observer sees Rousseau, Danton, Robespierre, Napoleon, Karl Marx, Hitler, Lenin, Trotsky and Stalin all denying God as the source of law, denying the integrity of the individual persons whom God created and substituting for both the *might* of government as the *right* of society, the all powerful provender for the "race" or "class." The observer knows that what the Old World needs is a strong injection of the "self-evident truths" of the American Declaration of Independence. He likewise sees that the United States could now profitably use a renewed understanding of the religious principles underlying its own political, social and economic health. Finally, in view of our present obsession with problems of "minorities," "races," "capital," "labor," and other *group* interests, he would undoubtedly recommend that all Americans be immediately vaccinated once more against the persisting plague of European collectivism.

...Around the Reading Table...

(Unsigned reviews in any section are by the editor)

PROFESSIONAL

About the Round Table. By Margaret R. Scherer. New York City: The Metropolitan Museum of Art, 1945.

About the Round Table by Margaret R. Scherer is a beautiful portrayal of the influence of the Arthurian legends on literature, art, and music from their origin in the middle ages through their revival in the nineteenth

century. Interesting background information, supplemented by pictures of early carvings, tapestries, and manuscripts explains the interest in the romances in the twelfth century when the stories were told by Thomas Malory in his "Morte d'Arthur."

Throughout the narratives, which Miss Scherer has included in her book, she has carefully described the

social backgrounds that influenced the treatment of the stories during the different periods of history.

Always, however, from the earliest representation of Arthur in a carving on a cathedral in the twelfth century to the wood carvings of Dante Gabriel Rossetti and the paintings of Edward Burne-Jones in the nineteenth century, the deeds of the knights, their

arming and departure, the customs of chivalry, the tournaments and the jousts, the quest for the Holy Grail, and the stories of the coming and passing of Arthur have been popular subjects in painting as well as in literature. Beautiful pictures of many of these paintings, copied from the original drawings, accompany the narratives in this book. Each picture, which is explained and accurately described, is carefully annotated giving the source, the date of the original production, and its present location.

The author quotes from the poems of William Morris and Alfred Lord Tennyson and summarizes the story of Wagner's opera "Parsifal" to illustrate the influence of Arthurian legends upon literature and music. Interest in the timeless themes is apparent even in the twentieth century in the publication of Edwin Arlington Robinson's "Merlin," "Lancelot," and "Tristram."

A helpful bibliography of romancers and chroniclers, romances, and historical and critical works supplements the book and suggests further reading about the Round Table.

—FRANCES WILLIAMS
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Indiana State Teachers College

Doctoral Dissertations Accepted by American Universities, 1944-45, (Number 12). Arnold H. Trotter, Editor. New York: The H. W. Wilson Company, 1945. Pp. 68 + xiii.

The above title indicates the nature of this volume. Besides a list of dissertations classified by academic field and including the author's name, the title, and publisher (if one), there is a table of frequency of doctorates by subject and year for the period of 1935-36 to 1944-45 inclusive and another of frequency by university and subject for 1944-45. Information concerning publication and loan practices of various universities also is given.

The material in this publication seems to be accurate, complete and well arranged for reference. Of course, it will be useful primarily to

librarians, officials of graduate schools, and graduate students.

A few facts gleaned from this book may be of interest to readers of *The Teachers College Journal*. In all fields combined 3526 dissertations were produced in the peak year, 1940-41. Since then there has been a decrease of forty per cent. The field of Education has shown almost exactly the same decrease. Dr. Trotter feels that it will require longer than four years to regain the ground lost in the past four years.

As might be expected, the titles of the 198 dissertations in Education accepted in 1944-45 cover a wide range. The titles of a large percentage indicate that they deal rather specifically with important problems of curricula and teaching, in elementary and high schools.

E. L. WELBORN

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and Professor of Education
Indiana State Teachers College

GENERAL

Reveille for Radicals. By Saul D. Alinsky. Chicago: University of Chicago Press. Pp. 228. \$2.50.

Since 1939 Alinsky has been a potent figure in the practical application of sociological principles in directing peoples' movements towards better community conditions. He has centered most of his work in the Jungle section of Chicago, popularly known as "Back-of-the-Yards", and has used his leadership to help people to a better understanding of such social ills as delinquency and crime, poor housing, poor sanitation, race prejudice, and the like. His own energetic direction has been the key to much of the success of his community groups for study and action.

Reveille for Radicals is not primarily a report of the progress of these groups, but rather a text for others to follow in initiating similar movements. It does, however, abound with specific examples and illustrative material gathered from the prac-

tical experiences of the author, and seeks to help others to set in motion a dynamic, thinking, throbbing, movement of the people, concerned with an improvement of living relationships for all the people of all times. It emphasizes the need for united community group effort in the steady movement toward solutions to social problems.

The volume is forcefully written and stimulating in the direction of pointing out the vast amount of community improvement which can and must stem only from the activity of that community itself. As a manual for group techniques, or as a guide to the development of more and equally successful group movements, the book fails to describe methods by which duplication may be tried. All of such guides to techniques are covered within the first two chapters of the book, and one reads on with a feeling of expectancy which is not fulfilled.

There are many, too, who will question the title as a sensational "blurb", for, although the author condemns conservatives and calls the liberals the most dangerous obstacle to the progress of civilization, the reader who is unswayed by such blasts finds that Alinsky's "radical" is really the progressive liberal. Name-calling and group labels weaken rather than strengthen a basically sound and inspiring book.

In the May issue of the Journal, this section carried a review of STREAMLINED ENGLISH LESSONS, by Frank Laubach, crediting publication to King's Crown Press. This Press has since explained that they hold no claim as publishers of Dr. Laubach's material, but were merely commissioned by his committee to print the edition, and "whatever the qualities of the booklet, they are strictly the product of the group which commissioned this press to prepare the edition."

... Education in the News ...

An experiment in semantics at the high school level has been inaugurated at the Theodore Roosevelt High School in New York City. Fourth term "honors" students in English are enrolled in the course, which deals with the psychology of language, techniques of persuasion, propaganda analysis, methods of scientific thinking, and a study of public opinion. The objective of the course is the development of habits of adequate comprehension, the development of sensitivity to connotation, growth in critical thinking, and an understanding of the nature of public opinion.

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Of interest to the student of social problems is the March issue of *Population Bulletin*, published monthly by the Population Reference Bureau, 1507 M. Street, N. W., Washington, D. C. The bulletin considers the "Level of Living of Earth's People", basing comparative figures on the real income of individuals in terms of "international units", which are defined as the amount of goods and services which could be purchased for one dollar in the U. S. over the decade 1925-34.

Accepting statistical data from *The Conditions of Economic Progress*, by Colin Clark, the ten countries having the lowest levels of living, in ascending rank order, are: China, British India, Lithuania, Rumania, Bulgaria, South Africa, Russia, Yugoslavia, Estonia, and Italy. On the other end of the scale, the ten countries having the highest levels in descending rank order, are: United States, Canada, New Zealand, Great Britain, Switzerland, Argentina, Australia, Netherlands Ireland, and France.

The Bulletin summarizes the findings of a number of population reports as they bear upon levels of living, and presents concise summaries of each of the nations studied.

It is a stimulating presentation of the facts with which men think.

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Classroom music teachers will be interested in a new book by Kitty Barne, *Listening to the Orchestra*, published by Bobbs-Merrill and Company. The volume includes full pictorial presentation of orchestral instruments and seating arrangements, using for illustrations pictures of the NBC Symphony Orchestra.

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Schools are no longer "America's sweetheart", but run a poor third, coming in after roads and public health. So says Kyle Crichton, associate editor of *Collier's*, in a signed article entitled "Our Schools Are a Scandal". When the American Association of Junior Colleges, at a recent meeting in Chicago, demanded Federal aid of three billion dollars a year, it "made a brave gesture", according to Crichton. One would think that "a more moderate approach might have a better chance", he adds, but points out that educators are encouraged by the support the Thomas-Hill-Ramspeck bill received in Congress last year. Crichton points out to opponents that Federal government is said to have given land grants to schools which, in acreage, are equivalent to two and a half times the area of England; and it has also made outright grants of money to Land Grant colleges and vocational schools.

In response to big business opposition on the ground that Federal taxes would be increased, Crichton refers to a recent booklet issued by the U. S. Chamber of Commerce, which "showed that good business was not possible in areas where illiteracy flourished. In these areas, no books and radios were sold, and very little of anything else." The article points out that the economically poor states, particularly the southern states, have the largest per

capita number of children, so that the educational appropriations are the smallest per capita where they should be the largest.

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New York University has established the first working and research graduate scholarship in the highly specialized field of air freight.

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A teacher training course which endeavors to orient the thinking of ex-service personnel along Air Age Education lines and which emphasizes the methods of presenting aviation material to high school and college students—has been launched at Binghamton, N. Y. The course, first in a series, was started in an effort to assist schools and colleges in obtaining properly qualified teachers of aviation subjects.

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Between five and six million persons became air-minded through flight or ground service in the armed forces and through work in aircraft factories during World War II, a recent check by the Air Transport Association of America disclosed.

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A new series of weekly radio broadcasts makes its bow entitled *Exploring the Unknown*. These programs are produced by Sherman H. Dryer, former radio director of the University of Chicago, and are planned to bring scientific research to the layman in informative entertainment. Authenticity of content is assured by a collaborating board of scientific leaders, including Dr. Thomas Parran, Surgeon General of the United States; Dr. Morris Fishbein of the American Medical Society; and Dr. Cornelius P. Rhoads, a director of the American Cancer Society.

The series is also recorded for classroom and adult study groups and are available from the Recordings Division, New York University

Film Library, 26 Washington Place, New York 3, N. Y. One program is recorded on both sides of three 12-inch discs, playable on ordinary phonographs or on 78 r.p.m. playbacks.

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Thirty-two tuition scholarships at the Universities of Chicago, Wisconsin and Indiana have been established by Encyclopaedia Britannica Films to give teachers in schools and colleges an opportunity to study audio-visual motion picture teaching techniques. Awards will be for the 1946 term, and all teachers or school administrators whose work gives them special responsibilities for audio-visual instruction, are eligible to apply.

The use of sound films in the classroom as an integral part of the school curriculum puts a dynamic teaching tool in the hands of the teacher, but to make the most of this new development, teachers must know and understand how it can be used most effectively.

It is hoped that these summer scholarships will assist teacher train-

ing institutions in preparing teachers and educational leaders all over the country to improve the use of classroom motion pictures. All selection of scholarship recipients will be made by officials at the three universities.

Applicants for the scholarships to be awarded at the University of Chicago should write Dr. Stephen M. Corey, University of Chicago Center for the Study of Audio-Visual Instructional Materials, 5835 Kimbark Avenue, Chicago 37, Illinois. Those interested in attending the University of Wisconsin will apply to Dr. Walter A. Wittich, Director, Bureau of Visual Instruction, University Extension Division, Madison 6, Wisconsin. At Indiana University selection will be made by L. C. Larson, consultant in audio-visual aids, Bureau of Audio-Visual Aids, Bloomington, Indiana.

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This year of 1946 will see the award of the first of the annual \$1000 awards to be made to the college or university teacher adjudged to have contributed most to the successful

teaching of engineering students.

The award will be under the auspices of the Society for the Promotion of Engineering Education, and will be known as the George Westinghouse Award in Engineering Education. It was founded by the Westinghouse Educational Foundation to commemorate the 100th anniversary of the birth of the famous inventor. The Committee on Award is chairmaned by Dr. Homer L. Dodge, President of Norwich University, Northfield, Vermont.

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Modern Packaging Magazine has initiated five scholarship grants, each amounting to \$300, to be awarded on the bases of outlines of research projects in any field of packaging. It is hoped that the attention of young scientists will thus be focused on the important problems of American packagers in every field. Among the schools which have already accepted the plan are: Massachusetts Institute of Technology, University of California, Carnegie Institute of Technology, and Cornell University.

In Memoriam

WILLIAM C. BAGLEY

1874 - 1946

For the first time in many years a new academic term begins without the sounding-board of "Events to Come in Education" of the late summer issues of *SCHOOL AND SOCIETY*, coming from the editorial pen of W.C.B., for Dr. William C. Bagley died on July 1, after a full fifty-one years in the service of education.

Dr. Bagley needs no eulogy; words of tribute are superfluous to a life which has left its own rich monument in works of lasting significance. The present generation of teachers was introduced to Dean Bagley in

its early days of teacher preparation when the clarity and forcefulness of his writing made eloquent the dynamics of educational philosophies. Advanced study and years in the classroom were highlighted by his leadership in conferences, in lecture halls, and in professional literature. Those who were privileged to know him personally valued his alert interest, his constant encouragement, and his sincere, enthusiastic commendation of the contributions of others to pedagogical research and practice. He was the friend of the beginning teacher who strives to understand better herself and her profession.

Some months ago the editor of *SCHOOL AND SOCIETY* and of *THE TEACHERS COLLEGE JOURNAL* planned an "editor's exchange", each preparing an article for the publication of the other. Dr. Bagley chose as his topic the basic philosophical principles of school-community relations, to be featured in the Family-School-Community issue of the *Journal* in November. He died while writing the *Journal* article.

The world of education pays solemn homage to a great and respected leader—and I pay tribute to a friend.

BERNARDINE G. SCHMIDT

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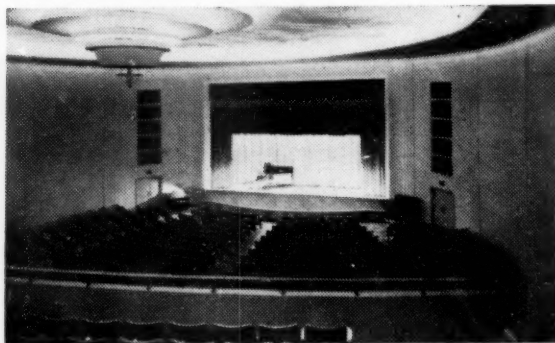


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